

RESTORATIVE PRACTICE WORKSHOP, June 2007

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CONSENSUS ACTIVITY

What aspect/elements of restoring relationships would you like to concentrate on?

- The content of the conflict
 - How conflict escalates and de-escalates
 - How a broken relationships affect others
 - How a broken relationships affect themselves
 - The restoration side of restoring relationships
- GATHERING: My name is.... One of life's experiences that has contributed to my resilience is...
 - WHAT R RESTORATIVE PRACTICES
The teacher you most respected
Firm and Fair – what does firm mean, what does fair mean
 - THE WINDOW
 - JUSTICE PAIR SHARE
1 What my needs are when I have experienced injustice
Non reflective listening – reflect back in 15 seconds – Something that stood out for you – both partners speak – what did you find hard about non-reflective listening?
2 What my needs are when I do harm to another or treat someone else with injustice
Change partners – no feedback
 - COMMONALITIES
Brainstorm (record brainstorm) – what were the commonalities in the sharing in both pair shares or what were the commonalities with both partners
 - BACK TO THE WINDOW
*You have now defined the fourth box – restorative box window box
Understanding the restorative practices not coming from the outside but inside we have all we need*

DEBRIEFING AN ACTIVITY – maybe Tower Building

Debrief with closed questions, then debrief with restorative practice questions – select the members of two groups, put stronger participants in the closed question debriefing group – ensure that the participants involvement and level of debriefing are light rather than deep or hard

What happened in this group? What was hard? What was that like?

Put the group being debriefed in the middle like a fishbowl

BACK TO BACK DRAWING

Relaxed first part, then ask "What was the hardest thing for the other person?"

HASSLE LINES

Do in triads

Do not focus on shame, maybe this will come out in the Hassle Lines activity

Maybe do on second day

TABLEAU

What makes a change

Each of the three people has a sentence to say and they keep repeating the sentence, then each has a turn to change their sentence and make a difference

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Use before Corridor Conferencing

CORRIDOR CONFERENCING

Phase 1: Use the victim/complainant questions for both parties

- *What happened?*
- *How have you been affected by what happened?*
- *What has been the hardest thing about what happened?*
- *What would you like to see happen now?*

Divide group into triads, in each group one person will interview the other two people and take turns

Do not respond to people's content

Each party do the Phase 1 questions

Then ask permission for everyone to come together after the questioning

Phase 2

Take yourself out of the interaction – look down and use the Transforming Power elements

Phase 3

Shift happening – anything more you want to do

Bring in the Mandala – which of the elements did you use (could you use?)

Tell me on a scale of 1-5 – what is your relationship like?

Which of the Mandala elements did you use?

What elements might have impacted?

ARMCHAIR ROLE-PLAY

GATHERING: My name & how could Restorative Practices impact my relations in my work or life?

FULL ROLE-PLAY

In light of the elements of the Mandala (keys

When victims and when perpetrators

- Leave all the players in role seated on chairs
- Despite the level of the role-play action, the facilitator can deepen the experience by deepening the questions
- Select person first who has most to contribute
- Ask that person the set of questions before moving to a second person
- Ask every person the questions to elicit the maximum learning

Questions

- What was it like when?
- What is not being said here
- So tell me about that
- What is ... like for you
- When x----- happened what happened for you
- Who has been affected
- What impact did that have on you

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RESTORATIVE PRACTICE GENERAL NOTES

- Restoring relationship
- Is where the victim has a voice
- Zero tolerance to anything that breaks relationships
- Facing the demons video takes 1 hour
- Terms to use are 'victims' and 'perpetrators'
- Nathanson, Donald L, 1992, *Shame and pride: affect, sex and the birth of the self*, NY, W.W.Norton Co. (or Norton) – best book available on shame
- People in relationship when things get broken
- What is the hardest thing for Victims feel powerless
- Ask the victim "What is the hardest thing for you?"
- & ask the perpetrator "What is the hardest thing for you hearing this?"
- Ask perpetrators "What is the hardest thing for you?"
- & ask the victim "What is the hardest thing for you hearing this?"
- People in relationship when things get broken
- What place do you think shame has with this ..
- Use the term 'regret' instead of 'shame'
- The Window Activity provides the little amount of theory needed to understand where we are coming from

OUR GOALS IN THIS WORKSHOP

- Better understanding of our use of restorative practices in AVP workshops
- Introduction to the concepts where we are introducing these elements into AVP workshops
- Better personal skills

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CIRCUIT BREAKER

Tableau (aka Circuit Breaker & Broken Record)

Example – parents & daughter – Daughter "I'm going out now"; Mother "Not dressed like that" & Father "Listen to your Mum"

TABLEAU – we call it broken record (Angela knows this one)

What makes a change

Each of the three people has a sentence to say and they keep repeating the sentence, then each has a turn to change their sentence and make a difference – need to model it very clearly & sometimes better to give them the scenario & wording – keep the focus on the experience in the body of the shift when a change is made – avoid head based thoughts about the scenario

Aka Tableau, Broken Record

Scope

- Can be used
- Building blocks

Purpose

- Provide

Time

Resources

Directions

1 Introduction

- In this activity

2 Set up

- Distribute

- 3

6 Debrief

- Ask "What happened in this activity for you?"
- Optional to ask "What was the hardest thing about this for you?"
- Optional to ask "Is there anything you would do differently next time?"

Variations

Facilitation Notes

References

- Adapted from *Affirmation Posters* in the AVP Basic manual p.F-10.

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- See Also *Affirmation Posters* in the HIPP manual p.60 and the AVP Advanced manual p.E-6.

CORRIDOR CONFERENCING

Corridor Conferencing

Third restorative debriefing question "What do you need to be able to move on?"

Topics 1) Housemate play loud music after your bedtime. 2) Someone else turned off your computer, you have lost your unsaved assignment, 3) You have borrowed your Dad's car, in a carpark someone has crashed into your car. You are confronted by the other driver

Corridor conferencing – 3rd party Take yourself out of the interaction – look down and use the Transforming Power elements - this is the corridor conferencing experience – **creating the space for others to use**
CORRIDOR CONFERENCING

key thing I remember from this activity was the opportunity for one of the three to take a nonjudgmental approach **& to let go of responsibility for resolving the problem.** The key here for me is that the impartial person is only responsible for creating a space where the two individuals in conflict are able to openly own their part, hear the other & find their own resolution – EMPOWERMENT rather than an external arbiter.

In a daily context it could include not roping others in the family onto your side of the conflict but being able to work directly with the other person in the conflict to hear each other – find the facts & feelings – tease them apart – seek the outcomes both were needing & find ways to work together toward them. If one has been hurt by the other then probably part of the outcome that's needed is a reassurance the hurt won't be repeated.

Phase 1: Use the victim/complainant questions for both parties

- *What happened?*
- *How have you been affected by what happened?*
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Divide group into triads, in each group one person will interview the other two people and take turns

Do not respond to people's content

Each party do the Phase 1 questions

Then ask permission for everyone to come together after the questioning

Phase 2

Take yourself out of the interaction – look down and use the Transforming Power elements - this is the corridor conferencing experience – **creating the space for others to use**

Phase 3

Shift happening – anything more you want to do

Bring in the Mandala – which of the elements did you use (could you use?)

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Tell me on a scale of 1-5 – what is your relationship like?
Which of the Mandala elements did you use?
What elements might have impacted?

Rating the relationship is hard for some people – David had strong resistance to this when we were planning the last workshop. Maybe words rather than numbers could soften it a little?? I think Anthea agreed with him.

INTRODUCTION TO RESTORATIVE PRACTICE

Need a diagram then these stories may illustrate the concept and applications.

STORIES

1) In a close community, like a Maori marae, one young man has killed another young man. He has been found guilty and admitted his offence. The mothers may have grown up together, the siblings go to school together, their extended families are interwoven, their doctor, teacher, priest work with both families. The community can be fractured. In a restorative conference the facilitator involves all the involved members of the community (particularly the offender, victim and offenders families, community elders) in an exploration using the three questions in a formal process. At the end the community can be healed and ready to go on as a community.

2) Two families have lived side by side for more than 15 years. One family consists of a single mum and her three boys. The other family consists of an older couple. The older woman finds her front wall covered with graffiti, someone tells her the 14 year old boy next door did it. She was shocked as the two families were close and she had known him all his life and babysat for him. The relationship between the two families is fractured and trust destroyed. A facilitator convenes an informal conference including the two neighbours, their families, and several other people from their joint community. The facilitator asks everyone "What happened?", "What was the hardest thing?" etc. The offender says that he did not mean to hurt anyone, he had been bullied at school and felt so bad he had to hit out at something and the 'thing' happened to be the nearby wall. The older woman says how bad and helpless she felt about the wall being damaged, her husband is ill with a heart problem and she cannot either paint the wall herself or afford to have anyone else to paint it, especially as it may then happen again. The boy offers to paint the wall and use the recent Christmas money he received to pay for the paint. Restoration had occurred. This process needs the offender to admit that he did the deed. A conference without the offender can be of great value, but not as much value.

3) A person is blundering down a corridor focused on their own problem. They knock into another person who drops their books and is upset. A third person helps them pick up the books and asks the three questions. This process assists the victim and offender to say what was happening for them, what they found hard and the way forward or to let go.

The person who drops their books is harmed, the person who does the knocking into caused the harm. These roles can be called victim and offender. The victim may be found to have contributed to the harm, and the offender may well also be harmed by the act or by the aftermath.

THE TOASTER

The Toaster

New activity, went well needs more development, eg. new name, scenario, link to 'Goals Relationship' or blame framework

If you burn the toast will you blame the toaster, blame yourself or say that you did not want toast after all? Which group will you stand in? Group members talk

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TOWER BUILDING WITH DIFFERENT TEAM DEBRIEFING

Tower Building Activity with Different Team debriefs

Debrief Group A with the series of directed 'teaching style' questions, debrief Group B with the restorative practices three questions & debrief Group A again using the restorative debriefing model. Debrief the activity with a focus on the different impacts on the group of the different debriefing models. This is restorative practice.

Select the groups, do not have emotionally vulnerable people in Group A which will have both debriefing styles & give Group A the opportunity to debrief with the restorative model to enable them to heal from the damage of first debrief

Debrief with closed questions, then debrief with restorative practice questions – select the members of two groups, put stronger participants in the closed question debriefing group – ensure that the participants involvement and level of debriefing are light rather than deep or hard

*What happened in this group? What was hard? What was that like?
Put the group being debriefed in the middle like a fishbowl*

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WORKING TOGETHER WINDOW

WORKING TOGETHER WINDOW

- **THE WINDOW** (Justice chart) – last activity leads into this concept

A person you have most respected

Firm and Fair – what does firm mean, what does fair mean

Pair Share – justice questions can lead into the justice chart need questions

- JUSTICE PAIR SHARE

1 What my needs are when I have experienced injustice

Non reflective listening – reflect back in 15 seconds – Something that stood out for you – both partners speak – what did you find hard about non-reflective listening?

2 What my needs are when I do harm to another or treat someone else with injustice

Change partners – no feedback

My thoughts on the justice aspect is that we all take on roles in different situations & with different people & circumstances - & we move in & out of these roles to suit our current context. The key thing is that it happens unconsciously, especially when we are under pressure or stress. I like to make this point that we are human & we all have behaviour that we have the opportunity to change. Until we own it we don't give ourselves that opportunity. I think this is the difference we can make from other training etc that just gives the info but doesn't give people the chance to say its ok to own the bad & the good then I can do something about it. For me this is the key to potential change.

Also not sure in our context whether word justice will take it out to head based issues rather than looking at personal contexts

Commonalities – brainstorm – 2nd part leading into the justice chart

- COMMONALITIES

Brainstorm (record brainstorm) – what were the commonalities in the sharing in both pair shares or what were the commonalities with both partners

- **BACK TO THE WINDOW**

You have now defined the fourth box – restorative box window box

Understanding the restorative practices not coming from the outside but inside we have all we need